

Boringdon Primary Medium Term Plan Spring Term 1 2024 Classes FST/FAW Bears

Area of Learning	Week 1 <small>Inset-3/1</small> challenge	Week 2 8/1 temperature,	Week 3 15/1 Bears Old and New , gigantic,	Week 4 22/1 Bears Old and New environment,	Week 5 29/1 Chinese New Year accomplish,	Week 6 5/2 Chinese New Year tradition,
Personal, social and emotional development	<p>I understand that if I persevere, I can tackle challenges. Challenge Put out challenges for children to attempt. Talk about how sometimes we may come across things that are hard. How might you overcome them? What sorts of things do we every day that are tricky?</p>	<p>I can tell you about a time I didn't give up until I achieved my goal Never Giving Up In pairs, think of something they have done that they found tricky e.g riding a bike. Questions: What have you found tricky to do? How did you manage to do it? Provide children with problems to overcome. Link to maths, construction. Do you ever have any problems with your friends? How do you sort it out?</p>	<p>I can set a goal and work towards it Setting a goal Explain to the children that there are things we may not be good at and want to get better at. Go around the circle and share what they would like to get better at. Write the children's ideas. Questions: What will happen if we don't try and give up easily on everything? How can you achieve your goal?</p>	<p>I can use kind words to encourage people Obstacles and Support Ask the children how they felt about watching and hearing the unkind things being said/done. How do you feel when people say horrible things to you? How do you feel when someone says something nice to you? Questions: How do you feel? Can you say something good about your friend?</p>	<p>I understand the link between what I learn now and the job I might like to do when I'm older Flight to the Future Show picture of jobs done by adults. Pick one child to select from the box. That child then has to try to act out the job on that card for the other children to guess. Questions: What would we need to do now to help us get that job in the future? What things do we need to learn to help us achieve our dream job?</p>	<p>I can say how I feel when I achieve a goal and know what it means to feel proud Footprint Awards Children at a time to go through their goal from Piece 3. Do we think they have achieved their goal? As a class, talk through how we feel they have achieved it. Children then get to put their goal into the special box. Questions: How did you achieve your goal? What would they like to aim for next? Reflect on last goal and think about what we could set for a goal next term.</p>
	<p>Self Regulation Play Simon says and get children to follow two step instructions have to wait for Simon says go. Managing Self Within continuous provision encourage children to try new activities and discuss characteristics of learning and persevering when find things a challenge. What can we do when we find things tricky? Building Relationships Linked to jigsaw children will work in a group to try challenges.</p>	<p>Self Regulation Encourage children to listen during Jigsaw for longer periods of time. How we develop our focus. Managing Self Linked to Jigsaw discuss what we have found tricky and strategies we can use to overcome challenges. TTYP Building Relationships In groups encourage children to work as small groups to think about how they might use materials to build a bear hibernation box.</p>	<p>Self Regulation Linked to PE and following two step instructions. Managing Self Linked to Jigsaw role play making a bear hibernation box that find trick and show how give up. Discuss what would happen if gave up trying each time. How can we achieve our goals? Building Relationships In continuous provision provide equipment to create an obstacle course. Encourage children to work as a group to build one.</p>	<p>Self Regulation Children will be able to engage in circle time for longer periods of time and show greater focus when listening to others. Managing Self Reflect on things that we have found tricky this week what did we have to do to overcome these difficulties. Building Relationships Show children pictures from continuous provision last week where they had to create an obstacle course. Discus what things they had to do to work well as a team, turn taking, communicating with each other.</p>	<p>Self Regulation Children will be able to engage in circle time for longer periods of time and show greater focus when listening to others. Managing Self During continuous provision children will show resilience with the activities and we will focus on persevering parrots. Building Relationships Children will be able to take turns in their group and act out different jobs for the rest of the group to guess. Children will be supported with turn taking.</p>	<p>Self Regulation Children following instructions with two steps in PE. Managing Self How have we shown resilience with our goal what did we have to do to achieve it? Building Relationships Children will be able to take turns in their group.</p>

P h y s i c a l D e v e l o p m e n t		<p>Gross motor I can move with control looking out for other children and not bumping into them whilst walking, jogging, running and sprinting. Can you show basic travelling steps to move in different ways like a toy</p> <p>Fine motor Children to use scissors to cut along curved lines. To be able to form circles and spirals. Worksheet sheep pattern</p>	<p>Gross motor I Can bound with rhythm and balance. Can you repeat movements in character using the theme of Toys?</p> <p>Fine motor Children to use scissors to cut along curved lines. To form the lines and diagonals.. Diagonal lines worksheet Lj Wavy lines worksheet Zizag and joined lines</p>	<p>Gross motor I can jump for height and distance bending my knees for landing and using my arms as shown, Can you move in character as a toy emerging from a wrapping, including changes of levels</p> <p>Fine motor Children to thread small beads on to pipe cleaners. To form the jellies and zig zag patterns correctly.</p>	<p>Gross motor I can explain why I must bend my knees to land and know how I can improve my jump. Can you move in character to tell a movement story about a toy in a toy box linking movements together fluently?</p> <p>Fine motor To thread small beads onto string. To use small pegs to clip onto objects. To form loopies and waves. LJ worksheet. To sit with correct posture.</p>	<p>Gross motor I can hop and leap without falling over by keeping balanced. Can you move in character to tell a movement story about a puppet as a duet?</p> <p>Fine motor To sit correctly for handwriting and use a tripod grip. To form an practice all patterns taught so far.</p>	<p>Gross motor I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip Can you move in character to tell a movement story motif about a toy of your choice?</p> <p>Fine motor To thread small beads onto wire.</p>
	G r o s s M o t o r s k i l l s	<p>- I can move safely in a space Tell chn they will be moving around the space. As they move, ask them about how their bodies change during exercise. Why is this important? What can they remember? Explain that the chn will be moving around the room like toys. What toys do you have? Which toys can move? What is your favourite moving toy? Chn move into a space. Can they make a 'space bubble'? Tell chn they will be moving around the space, as</p>	<p>Can you show basic travelling steps to move in different ways like a toy? <u>Warm up</u> Chn move into a space. Can they make a 'space bubble'? , children move around the area varying the size of their steps: e.g. "big steps" with long strides "small steps" with short strides. Walking forwards, backwards, sideways 'tall steps' reaching up tall 'short steps' moving in a small as shape as possible smooth moves jerky moves freezing at intervals for a 'photo' Reach into the toy sack and pull out the doll. Show the doll. What would it like to be a doll? How would they move? Cool Down Repeat the warm up to reinforce the range of moves that can be made,</p>	<p>Can you repeat movements in character using the theme of Toys? <u>Warm Up</u>- Teacher to sing Teddy Bear, Teddy Bear and children to follow actions. Play pass the toy sack around the group move? Chn move into own space and try out their moves E.g Ball - Roll, bounce, spins, Rag doll - Floppy, swinging limbs, wobbly legs and turns Robot - Jerky restricted movement Pupils take it in turns to choose a toy and move like that toy. Cool Down Mind magic:</p>	<p>Can you move in character as a toy emerging from a wrapping, including changes of levels? Today we're going to <u>warm up</u> with a bear hunt. T models moves as the following is read / said (chn can join in too): Going on a bear hunt; Main activities: 15 mins 'Move like a' Show the wrapped toy. Which bit shall the T unwrap first? What next? How would the toy feel about being unwrapped? Chn move to an individual space and create a 'start-position' for a present being unwrapped. Cool Down Sharing magic: Sit in a space, sit mindfully with spine straight and body relaxed. Cool Down Close eyes and take a mindful breath slowly in for 3 and out for 3.</p>	<p>Can you move in character to tell a movement story about a toy in a toy box linking movements together fluently? Today we're going to warm up with story about a lost bear. Why do we warm up? Model moving as the following is sung / said: (to the tune of '1,2,3,4,5 once I caught a fish alive') A-B- CDE I lost my teddy, poor me. Remind the chn of the different ways they have moved. Can you show some of your toy moves (choose a 2 or 3 chn to model their moves). Decide which toy you will be, but don't tell anyone. Close eyes and think how you will move. Their moves must give the clues. Cool Down Floating smiles:</p>	<p>- Can you move in character to tell a movement story about a puppet as a duet? <u>Warm Up</u> Chn to choose what kind of toy they are going to be. T explain that when he / she is 'sleeping' they can move around as their toy. But when he / she wakes (with a loud yawn) they must freeze in character / toy pose. Draw the puppet from the toy bag. Explain that you are going to move like a puppet today. What properties do puppets have? Model with one of the children how to make a partner into a puppet. T lift up one string and they respond appropriately. Repeat with all the different strings. Cool Down Roll and rest:</p>

			Learning opportunities
	Fine Motor Skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<ul style="list-style-type: none"> • 5 Minute Daily Dough Disco sessions - hand and finger muscle strength development • "Funky Fingers" activities - e.g. using tweezers to pick up and move small objects, threading buttons and beads, sewing cards, small peg boards, elastic band boards • Support to develop pincer grip - • Practise forming letters as they write • Scissor control activities - correct positioning in hand cutting curved lines <p>Copying and creating large and small scale patterns - chalk, felt tips, paint, pencils, sand, shaving foam</p>

	<p>Listening, attention and understanding Children to ask TTP about what they find tricky and ask how might overcome them. Speaking Children to listen to story Can't you sleep Little Bear? and build familiarity with it.</p>	<p>Listening, attention and understanding Children to ask TP What have you found tricky to do? How did you manage to do it? Speaking Children to use words settled, groaned, curling up, glow, hooked, twinkly.</p>	<p>Listening, attention and understanding Children to ask TP What will happen if we don't try and give up easily on everything? How can you achieve your goal? Speaking To share ideas with partner and feedback in group.</p>	<p>Listening, attention and understanding To ask TP about how you feel when someone says something unkind linked to PSHE. Speaking Encourage children to use because and conjunctions in their sentences. Use of Stem sentences in Maths.</p>	<p>Listening, attention and understanding Children to retell story Can't You sleep Little bear with picture prompts. Speaking Encourage children to use because and conjunctions in their sentences. Use of Stem sentences in Maths.</p>	<p>Listening, attention and understanding Children to explain how things work linked to Stem challenge and explain their ideas. Speaking Children to talk about what they would like to do in the future and use conjunctions because....</p>
Communication and Language	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. Attention: Maintain attention in whole class and small group contexts for a short time. Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. Understanding: Consider the listener and takes turns to listen and speak in different contexts. Understand 'why' questions. Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day. WORD OF THE WEEK - challenge, temperature, gigantic, environment, inhabit, accomplish, tradition,</p>			<p>Listening: Listen to and talk about stories to build familiarity and understanding. Listen to stories, anticipating some key events and recall character names. To listen to others in activities of their choice. Learn new rhymes, poems, and songs Wind the Bobbin up, Answer simple questions starting with how, who and where in relation to stories and their own experiences. Speaking: To begin to communicate with others more effectively in their play- talking about what they are doing and using appropriate vocabulary. To talk about past events beginning to use full sentences sometimes connecting them with words like and because. Use Teddy Bears Workshop and Home role play areas to encourage children to use their voices to also take on the roles of different characters in stories or use their imagination to create new characters. Develop questioning such as -What has happened? Why are they there? What might happen next? Encourage children to create storylines of their own. Providing opportunities for children to re-tell or re-act relevant stories Going on a Bear Hunt, Goldilocks and The Three Bears, independently and with adult support e.g. using big books, puppets, small world area etc. Use new vocabulary through the day in discussions and conversations. Use new vocabulary in different contexts.</p>		
	Literacy	Read Write Inc GROUPS Group B-CW Group C- AN Ditty Group- ST/AW Red Ditty Group- SG	Read Write Inc GROUPS Group B-CW Group C- AN Ditty Group- ST/AW Red Ditty Group- SG	Read Write Inc GROUPS Group B-CW Group C- AN Ditty Group- ST Red Ditty Group- SG	Reading I can read with 1-1 correspondence I can read some common irregular words Children will recognise taught diagraphs Children will blends sounds together to read cvc words.	
Comprehension	Children will act out stories using recently introduced vocabulary. Children will begin to predict what might happen in the story and suggest how it might end. Vocab: Characters, retell, non-fiction, Settled, groaned , curling up, glow (glowing, glowed) hooked, twinkly, puzzled, cosy					
	Children will listen carefully to story One Winter's Day and children to make predictions based on the pictures.	Children will be able to listen to story Can't You Sleep Little Bear and identify the problem in the story.	Children will be able to recall vocabulary from the story: Settled, groaned , curling up, glow (glowing, glowed) hooked, twinkly, puzzled, cosy	Children will be able to act out story Can't You Sleep Little Bear using vocabulary from the story.	Children will learn new vocabulary from non-fiction text Bears-Osborne.	Read story Amy Wu and the Patchwork Dragon- Ask Children to predict what they think might happen in the story.
Literacy	Writing. Spell VC and CVC words by using Fred Fingers to identify the sounds. Children will write words representing the sounds with a letter/letters. To form lower case letters correctly. To learn how to compose a sentence, rehearsing orally first. To begin to write sentences using finger spaces.					
Writing	Children will practice writing their name with correct formation.	Children will learn how to orally rehearse a caption in their head and use Fred Fingers to support spelling to write a caption about a cat.	Children will practice writing using a finger space to Children to write about their bear; My bear is..big, fat, red,	Children to write a sentence about Can't You Sleep Little bear	Read non-fiction books about. Discuss features NFB. Write a factual sentence about bears.	Children to practice orally rehearsing sentence before writing a sentence with finger space about Chinese New Year.

<p>Maths</p>	<p>White Rose Alive in 5 Wk 1 I know one less than numbers to 5. I can recognise 0. Composition of numbers to 5. I can compare numbers to 5. I can recognise equal and unequal groups. Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea.</p>	<p>White Rose Alive in 5 Wk 2 Composition of numbers to 5 (2 groups) I know how many altogether. Composition of numbers to 5 (3 groups) I can recognise how many are hiding. Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts.</p>	<p>White Rose Mass and Capacity I can compare weights. I can find things that balance I can recognise full and empty containers. I can measure capacity. I can compare capacity. Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Provide different sized and shaped containers to investigate. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads.</p>	<p>White Rose Growing 6, 7, 8 I can recognise 6, 7, 8 I can match amounts to 6,7, 8. I know 1 more I know 1 less. I can explore composition of 6, 7, 8 Continue to build on understanding of 6, 7 and 8 Represent 6,7,8 in different ways. Develop</p>	<p>White Rose Growing 6, 7, 8 I can make pairs. Double to 8 (find a double) Double to 8 (make a double) I can combine 2 groups. I can add on more. I can subitise and recognise groups within a group Begin to understand that a pair is two. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.</p>	<p>White Rose I can Explore length I can compare length I can explore height Make direct comparisons. Encourage mathematical vocab relating to length - longer, shorter. To height - taller, shorter. Make indirect comparisons using objects to measure items e.g., cubes or blocks.</p>
<p>Understanding the World</p>	<p><i>Past and Present</i> Children will know some similarities and differences between things in the past and now. <i>People, Culture and Communities</i> Children will recognise that people have different beliefs and celebrate special times in different ways. <i>The Natural World</i> Children will talk about features of the environment they are in and learn about the different environments Key Vocabulary: Old, new, past, present, now, compare, features, changed, a long time ago, environments, habitat, Similar, different, camouflage,</p>					
<p>Past and Present -People, Culture and Community -The Natural World</p>	<p>Complete Knowledge grid about bears with children. Children to bring in own bears from home. Discuss name of own bear. Talk about what the teddy bears look like. Give children thinking time - what do you already know about teddy bears? Complete in a circle together. Share key questions with children.</p>	<p>Children can recognise some of the natural environments in which bears live. Where in the world do real bears live? Read book <i>Something about a bear</i>. Discuss different types of environments the bears live in. Encourage children to talk about what bears look like and where their home environment is. Read <i>Let's Go Home Little Bear</i> Where in the world are the forests of pine trees that brown bears live in? Identify some features of the pine forests in which brown bears live. Discuss how most trees in these forests are pine needles for leaves. Explore pine needles.</p>	<p>Children can explore a variety of old and new bears. Main Enquiry Question: How and why have teddy bears changed? Set out the different old and new bears that we have. Children to look at the different bears and think about how they are different. Share Key Evidence questions to develop children's thinking: What do they look like? Discuss what they can see? Can you describe what you can see? What is it like in the Arctic? Read <i>Little Polar Bear</i> Why do we think all the animals in the picture are white? Discuss camouflage. Introduce and explore features of the Arctic. Whereabouts in the world is the Arctic and the North pole? Discuss what it might be like to live in the Arctic. Arctic sheet.</p>	<p>Children will know some similarities and differences between teddies in past and now. Key question: Which of these bears are old and new? How do we know that a bear is from the past? Show a few examples of new bears and discuss their features. Look at the book <i>Looking at Teddy Bears</i>. Compare old and new bears. What materials are they made from? Why? How do they feel? Why? Can we sort these bears into old and new? Explain your reasoning. Can the children identify old and new teddy bears? Children to sort 4 different old and 4 new teddy bears. Children to describe the similarities and differences.</p>	<p>Children will recognise that people celebrate Chinese New Year and have different beliefs. Read story of the <i>Great Race</i>. Discuss how tradition of Chinese New Year started and how each Year named after each animal. Discuss Year of Dragon. What other animals are important in the Chinese New Year? Where in the world is China? Use Google maps and globe to locate where China is. Children to sequence the story of the <i>Great Race</i>.</p>	<p>Children will recognise that people have different beliefs. Discuss how Chinese New Year is celebrated. What special celebrations do they have? What food do they eat? What similarities does it have with things that we celebrate? What clothing, do they wear and why? What is the importance of light in Chinese New Year? Watch Celebrations and discuss with talk partners. Watch clips of Chinese dragon dancing. Explore what it is like to live in China how is it different to where we live? China</p>

Expressive Arts & Design	Charanga- Everyone! I can listen to and respond to music. Listen -We are Family- Sister Sledge Play -Find the Pulse Rhythm Games Learn to Sing Wind the Bobbin Up	Charanga - Everyone! I can explore high and low pitch Listen to Thula Baba- African Lullaby Find the pulse Explore High and low pitch Learn to Sing Wind the Bobbin Up	Charanga - Everyone! I can learn to sing nursery rhymes. Listen to ABC- Jackson 5 Respond Rhythm games- Copy cat Explore low and high pitch- voices Song If You are happy..	Charanga - Everyone! I can learn to sing nursery rhymes. Listen to My Mum is Amazing Rhythm games- Copy cat Explore pitch Create own sounds with voices. If your Happy ...	Charanga - Everyone! I can share and perform Listen to Conga - Miami Find pulse different ways Rhythm games- Copy cat Explore pitch Create own sounds with instruments. Head shoulders...	Charanga - Everyone! I can share and perform Listen to Mozart's Horn Find pulse - track games Rhythm games- Copy cat Create own sounds with instruments. Head shoulders...
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.					
	Children will explore how to draw a bears face and how to locate the features.	Design: Designing a hibernation box for a chosen animal. Using knowledge from exploration to inform design.	Make: Making a hibernation box that is fit for purpose and considering material choices. Technical: To recognise what hibernation needs and why some animals hibernate.	Make: Making a hibernation box that is fit for purpose and considering material choices. Technical: To recognise what hibernation needs and why some animals hibernate.	Evaluate: Investigating how the hibernation boxes impact the animal and their hibernation period. Testing their design and reflecting on what could have been done differently.	Children will sketch their teddies focusing on the features.